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ABSTRACT

This report summarizes the history of the school lunch program from its inception as a relief measure in 1889 through formalization by the national School Lunch Law of 1954 and describes its present scope, organization, finances, objectives, and problems. Intended to improve the physical and mental development of students as well as Japanese dietary habits, the program also addresses the educational goals of promoting friendly student-teacher relationships; teaching values of independence, division of labor, service, and cooperation through group participation in serving lunch and cleaning up; and educating students in good nutrition and eating habits. Standards for lunches are based on providing over one-third of students' nutritional requirements, and costs are shared by parents, local governments, and the state. The case of one elementary school illustrates lunch procedures and the aims of school lunch education. Tables and diagrams summarize physical development of students from 1955 to 1979, nutritional standards of school lunches, lunch hour regulations, sample menus, the national school lunch budget, and the breakdown of state subsidies into various lunch expenses. (MJL)

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SCHOOL LUNCH PROGRAMME IN JAPAN

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Section for Educational Co-operation in Asia
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Section for Educational Co-operation in Asia
NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH OF JAPAN
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N O T E

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SCHOOL LUNCH PROGRAMME IN JAPAN

1. Development of the School Lunch

(1) Origin of the School Lunch

The school lunch programme in Japan is said to have started in an elementary school in Yamagata Prefecture in 1889 for the purpose of helping poor pupils with lunch.

In the beginning, therefore, the school lunch programme was used as a relief measure for poor children in economic need. Later on, the purpose of the programme was widened to improve nourishment of under-nourished and physically delicate children. In 1932, for the first time in its history, state subsidies were granted to the programme. By the late thirties, as many as 600,000 pupils had been provided with the school lunch.

However, the breakout of World War II brought about a food crisis and the subsequent cessation of the school lunch programme.

(2) Resumption of the School Lunch

The present school lunch programme was resumed after World War II.

During the post-war period, it was an urgent task for the government to improve children's nourishment in spite of the economic problems and food crisis. People's common wish that children should not suffer from hunger made it possible for some prefectures to start supplying school lunch to pupils as early as one year after the conclusion of World War II, i.e. in December of 1946. In 1947, the school lunch was available in every prefecture throughout the country.

This school lunch programme started with help from the Allies, the United States of America and so on. They mainly sent skim milk and canned food. The programme supplied milk and a side dish, or only milk, and the children brought cooked rice from home.

The post-war school lunch programme was conducted as part of educational activities with all elementary pupils included in its scope. This certainly constitutes the most outstanding characteristic of the programme. As a result, in 1947, the number of the elementary school pupils who were provided with lunch soared to as many as 4.14 million. This number surpassed the best-time record of the pre-war school lunch programme by a large margin.

(3) Expansion of School Lunch Programme

The school lunch programme, which began during the post-war period of hardship, was most welcomed by pupils and their parents. In 1949,

after three years of operation, the number of affiliated pupils grew to 7.2 million. Furthermore, in a few years, the programme spread to lower secondary schools.

The menu of the school lunch underwent a big change in the 1950's, when Japan started its post-war rehabilitation in a true sense. Before, it was a supplementary lunch consisting of milk and a side dish, or only milk. However, bread was added and the programme started supplying a complete meal.

In 1951, when the peace pact was signed, help from overseas came to an end. This endangered the implementation of the school lunch programme. On the other hand, the strong public opinion that the school lunch should continue and that the state subsidies should be granted to the programme prevented the operation of the programme from being disrupted. In addition, in order to stabilize the school lunch programme, the School Lunch Law was enacted in 1954. With the basic idea that the school lunch is part of the school educational activities, the following items were clearly prescribed by the law: a) The aims and goals of the school lunch, b) Responsibility of the establishers of the schools, c) Responsibility of the state and local governments, d) Division of economic responsibility, and e) State subsidies granted for facilities and equipment.

Afterwards, some other school meal laws were enacted for high schools with part-time night programmes, for schools for the blind and for the deaf, and for the kindergartens and the lower secondary departments of schools for the handicapped. Furthermore, the newly established law, namely, the Japan School Lunch Association Law, brought the Japan School Lunch Association (a juridical body having special status) into being for the purpose of the supply of appropriate foodstuffs for the school lunch. The law completed the operational system of the school lunch programme.

With the completion of the system, the administrative and financial aids such as state subsidies were expanded and the content of the school meal was improved. In addition, the number of affiliated children and pupils has grown bigger and bigger every year. Nowadays, the school lunch is completely settled as one of the indispensable educational activities in school life.

2. Aims of the School Lunch

(1) Significance of the School Lunch

The objectives of the school lunch are described in the School Lunch Law, which forms the basis for the school lunch programme, as follows:

"..... the school lunch is conducive to the sound physical and mental development of pupils, as well as helping improve the dietary habits of the Japanese people."

School education in Japan traditionally has an overall function. The school educational system aims at sound development of knowledge, as well as the moral and physical well-being of pupils. This has been the goal of school education since the enforcement of the new school system at the beginning of the Meiji Era. Therefore, club activities, school events and health programmes have been emphasized as much as such subject matter as Japanese and arithmetic. Since World War II, the school lunch programme has been playing a vital role among the various school educational activities.

The following are the educational effects of the school lunch:

1) It gives an opportunity for the teacher and pupils to deepen their friendly relationship with each other through the act of eating, which is the most primitive activity for human beings, and this will make their school life more enjoyable.

2) Pupils learn the spirits of independence, labor and service through the cooperation required at the time of preparing and clearing up the school lunch.

3) Pupils acquire right understanding of nourishment and diet through the tangible food.

4) Pupils acquire right understanding of their daily meals and desirable eating habits through practice.

Besides those above-mentioned educational effects, the school lunch programme has been quite significant in improving pupils' health and physical condition by supplying well-balanced and nourishing meals for the pupils who are growing up rapidly. This fact is clearly indicated in Table 1, which shows the great improvement of pupils' physical condition throughout the post-war period.

In addition, their eating habits obtained through the school lunch have been playing a very important role in their family life, and also in their social life that comes after finishing school. It finally results in the improvement of the people's diet. Our nation's pre-war diet was not well-balanced with too much carbohydrate from rice and too little animal protein. However, today, even though there still remain some problems, the nation's diet has been changing to ideally balanced meals containing various kinds of animal and vegetable foods. One of the reasons for the change is that such food as mild and dairy products, which were not so popular before World War II, were actively used in the school lunch.

(2) Organization of the School Lunch Programme

The responsibility for implementing the school lunch enacted by the School Lunch Law rests with the local bodies which are the establishers of the schools.

The school lunch is provided 5 or 6 times a week on average, and about 190 times throughout the year. The managerial expenses such as the expenses for facilities and equipment and for the personnel are borne by the establishers of the schools, that is the local bodies. The rest of the expenses which are mainly food expenses are borne by the parents of the pupils. This is because the cooperation between the school establishers and the parents is one of the big objectives of the school lunch programme to help promote the appropriate expansion and smooth operation of the programme.

As for actual cooking activities, the schools and the local public bodies are directly handling them. There are two possible systems in handling the cooking. In the first system, each school owns cooking facilities and equipment. When the School Lunch Law was enacted, this was the system employed in most cases. In the other system, a few schools share one set of facilities and equipment. This system has met the necessity to supply a wider range of school lunches and improve cooking techniques. It has also saved cooking expenses by applying more cost-effective ways of cooking. Therefore, the second system has been spreading quite rapidly these days. At the moment, the ratio of the two systems is about 50-50.

(3) Duty of the State Government

The state government is to give necessary instructions and assistance to the local educational bodies for the implementation of the school lunch programme. To note some financial aid, the government shares the expenses to install facilities and equipment to start the school lunch programme, helps financially troubled pupils pay the school lunch fee, and it also helps reduce the parents' share of the school lunch expenses by paying partly for such foodstuffs as milk and rice. All these forms of aid have contributed to the popularization and sound development of the school lunch.

Another indispensable task of the state government for the popularization and sound development of the school lunch is to secure a steady supply of cheap and suitable foodstuffs of good quality for the school lunch. For this purpose, the School Lunch Association, a corporation having special status, has been established, and this association supplies all the indispensable food including basic materials like rice and flour at a stabilized price throughout the nation. Moreover, the association has been trying to strengthen the system of checking the quality and safety of the foodstuffs used for the school lunch.

(4) Quality of the School Lunch

The quality of the school lunch is prescribed by the standard for nutrition quantity for pupils, per head, per meal, according to the regulations of the school lunch programme (See Table 2). The government has also indicated the Standard Composition of the School Lunch based on the standard for nutrition quantity for children and pupils.

The standard for nutrition quantity includes the standards of calories, protein, fat, calcium and vitamins. The figures in the table mark one-third of the quantity that children and pupils have to take in every day. Unfortunately, nutritional intake of the micronutrients such as calcium and Vitamin B1 from home meals still falls short of the standard. Thus, the school lunch has to supplement these nutrients by setting their standards much more than one-third of the required quantity. In this way, children and pupils can take balanced meals on the whole.

The Table of Standard Composition of the School Lunch indicates the materials and quantities of the main and side dishes and milk necessary to assure the standard for nutrition quantity.

Taking the local dietary situations and pupils' physical development into consideration as well as the Standard Composition of the School Lunch, the attractive school lunch is cooked and served at school.

3. Present Situation of the School Lunch Programme

(1) Present Situation of the Implementation of the Programme

The present situation of the implementation of the school lunch programme is stated below, as of May, 1980.

Out of 19.55 million pupils and children enrolled at school, 16.78 million, which represents 85.9% of the whole number, are provided with the school lunch. The implementation rate of the school lunch at the elementary school level rises to as high as 97.9% and 99.4% in terms of the number of schools and the number of pupils, respectively. 92.6% of elementary schools prepare the complete lunch of rice, milk and a side dish. The ratio of the pupils who receive the complete lunch is 97.6%. As for the lower secondary schools, 86.0% of the schools and 82.0% of the pupils are affiliated with the school lunch programme. Among those schools and pupils, 64% of the schools and 56.2% of the pupils get the complete lunch. The school lunch programme is not yet as extensive at the lower secondary level as it is at the elementary school level. This is mainly because the programme started much later at lower secondary schools.

(2) Expenses for the School Lunch

All the expenses for the school lunch can be divided into 3 parts: a) Parents' share which mainly covers the expenses for food (This is called the 'school lunch fee'.), b) Local bodies' share which includes the expenses for facilities and equipment and personnel expenses, and c) the state subsidies. Fig. 1 contains the data from the 1980 fiscal year, showing that almost 1 trillion yen was spent for the school lunch programme.

1) School Lunch Fee

Today, the food expenses are mostly borne by the state subsidies.

The rest of the expenses comes from the school lunch fee collected from the parents. The total annual sum of the fees collected is 478 billion yen.

As regards the cost of each meal, the complete lunch served at elementary school costs only about 162 yen per head, which is quite cheap.

2) Expenses borne by the local bodies that establish schools

Expenses borne by the school establishers amount to about 375.6 billion yen. Out of the total expenses, 269.1 billion yen goes for personnel expenses, 24.5 billion for the facilities and equipment, and the rest covers other administrative expenses.

3) State subsidies

The total sum of 99.1 billion yen is given to the school lunch programme by the state, as is indicated in Figure 2.

a) Subsidies for school lunch fee

For needy children and pupils of elementary and lower secondary schools who are attending school with economic difficulty and assisted partly or completely under the Daily Life Protection Law, the state subsidies amount to 16,907 million yen. The total number of the children and pupils of this kind is 770,000. At elementary school, one lunch receives 134 yen from the state.

Moreover, the state government is subsidizing 1,472 million yen for those pupils who are attending schools in particularly outlying areas, and for the students who are going to part-time upper secondary schools.

In total, school lunch fees are subsidized with the total of 18,379 million yen by the state.

b) Subsidies given for food expenses

Expenses for food are, in principle, borne by the parents of the children and pupils. Nevertheless, they are eligible to receive the state subsidies. This assistance comes from the national agricultural policy that aims at popularization of rice and advancement of the dairy industry. The total amount is 34,856 million yen.

Main assistance includes the reduction of the rice price by 60%, and is equal to 14,973 million yen. Also, 17,357 million yen is given to reduce the price of each bottle of milk by 5.8 yen.

c) Subsidies for school facilities and equipment

The state government subsidizes the establishers of schools

with falf of the expenses necessary to install the facilities and equipment for the school lunch for the popularization of the programme.

The annual statistics show that about 20 school kitchens, 30 school lunch centers and 100 cafeterias receive the above-mentioned subsidies.

d) Subsidies for personnel expenses

The personnel expenses for the school nutritionists working at any type of school of compulsory education and school lunch centers is subsidized by halves by the state and the prefecture, respectively. The total of 32,048 million yen is borne by the state and prefectural governments.

e) Expenses necessary for the improvement of the foodstuffs supplying system

For the better supply of the foodstuffs for use in school lunches, the government subsidizes the operating expenses for the School Lunch Association. Besides, it also promotes the installation of school lunch centers in remote areas as well as warehouses with regular, lower and freezing temperatures. In addition, a total of 1,526 million yen is devoted out of the state budget to promote the introduction of the school lunch with rice.

School nutritionists are responsible for professional affairs concerning school lunch nutrition, hygiene and cooking techniques. Today, a total of 9,413 school nutritionists are working at both schools and school lunch centers.

It was not until 1974 that the status of the school nutritionists was officially institutionalized at schools. Even before that, school nutritionists had already been involved with the school lunch programme. After the official institution, it was made clear that the number of nutritionists would depend on the size of the school. At the same time, the annual increase of the number of the nutritionists was approved. Like teachers, the nutritionists are government employees, whose salaries are paid by the local public bodies (Half of the expense is subsidized by the state.). As a result, their status and working conditions have been secured by the government.

Since 1974, increases in the number of nutritionists have been taking place, based on the annual plan. Between 1974 and 1979, 2,600 were newly appointed. Right now, a 12-year plan to hire 4,500 nutritionists between 1980 and 1991 is going on.

The number of cooking staff totals 82,628. Most of them are employed by the local public bodies.

4. *Some Actual Cases in School Lunch Service*

In the preceding section, we touched upon the fact that the nation's school lunch programme came to become an important part of educational activities. Let us now show how the system is operating by means of the illustration of some cases.

We first present a typical-case kind of school: Shinei Elementary School, Saitama Prefecture, located in a suburban area of Tokyo, has about 1,000 pupils in 27 classes, and 43 teachers, serving school lunches prepared in its own cooking facilities.

Guidance given to children for school lunch is being developed in relation to the situation peculiar to each school. Thus, the management of the lunch service varies from school to school. It is to be noted, therefore, that the cited example is not necessarily the case with schools across the country, although it is agreed without any reservation that we share fundamentals of school lunch service in that it is to be considered as belonging to general educational operations, along with other regular courses, and intended to contribute to the healthy mental and physical growth of school children.

(1) Aims of School Lunch Education

School lunch education is designed and carried out on a school-by-school basis to meet accordingly laid-down education goals, referring to, among other things, the school's particular situation and children's physical development. For example, such goals for Shinei Elementary School are; 1) To teach school children basic manners and correct behavior during the school lunch ; 2) To make the lunch relevant, in some way, to school programmes, and of help for them to develop their own abilities as well as their cooperative abilities for group activities, and further to increase their awareness of themselves. Accordingly, the following several policies have been laid down on the basis of the physical development of children;

For first and second graders;

1) Keep the lunch enjoyable in a principled and cooperative manner.
2) Finish your lunch, whether or not you like it.
3) Do not leave your job incomplete.

For third and fourth graders;

1) Volunteer to do things yourself and do not be fussy.
2) Work together to make the lunch enjoyable.
3) Learn table-manners.

For fifth and sixth graders;

1) Distribute lunches in a clean and efficient way.

2) Become familiar with the basics of nutrition and take well-balanced meals.

Along these lines, guiding principles are constructed on the basis of month, terms, or school year. For example, we see below what such principles intended for newly enrolled first-graders would be like for the month of April;

1) Goal for the month: Making the lunch hour enjoyable in a co-operative manner.

2) General guidance is provided as to: "labour division" in taking charge of the lunch. How to work together.

3) Specific directions include: Teaching them to learn the following operations; taking charge of the lunch service. (e.g. the operation of carrying carts, arranging dishes, getting dressed properly, etc.) and also to make lunchtables; to open windows before the lunch time; to pick up litter, if any, before washing hands; to make a lunch table in a group and finally to put a tablecloth on the table and wipe it clean. And further it goes: to be seated quietly in cooperation for the lunch-distribution: to keep hands clasped on a table. Then comes another set of directions: put together used dishes orderly and take them back on a group basis, working further not to let left-overs remain in dishes.

4) About food nutrition: Children will learn that things such as bread, rice, noodles, etc., are digestible and energy-producing as well.

5) Classroom guidance is given for: Organizing the lunch service operation in the class.

Thus the school lunch system is properly seen as providing school children with a better understanding of "division of labour" policy in group work, by assigning them the independent operation of the lunch service. Furthermore, some follow-up education is added to deal with such subjects as everyday civility, nourishment-care, nutrition, and so forth, putting some flavor into the school life.

(2) What to Do During the Lunch Hour

Although it might be noted that there are some classes designed for the school lunch education, dealing, for example, with the nourishment-care and the nutrition in-take, much of it is supposed to be offered during the regular lunch hour.

We need to add here that children in Shinei Elementary School are permitted access to school facilities, which include "the lunch hall", the lounge on the roof, as well as their own classrooms, and its regular

hours could be illustrated in Table 3.

(3) Menue of School Lunch

Nowadays, the menu of the school lunch has become so rich in variety that it is very difficult to describe it in a word. For example, we illustrate in Table 4 the school lunches served during July, 1980 at Shinei Elementary School.

5. *Problems in School Lunch System*

Our school lunch system has won a great deal of support from a variety of quarters, such as national and local governmental organizations, school staffs, teachers, parents, etc., and has been steadily growing. Although the system is admittedly facing some problems which are discussed below, we have good reason to be optimistic about our future. And it is hoped that the lunch system will continue its services for years to come.

(1) To Make School Lunch Rich and Attractive

The original school lunch consisted of bread, milk, and some other side dishes when the service resumed its operation under post-war conditions. Full introduction of rice, a Japanese staple food, into the school lunch was made much later in 1976, partly because the food situation was then turning better. People concerned have ever since been working on the possible improvement of school lunches, finding some potentialities in agricultural and fishery products.

(2) To Enrich the School Lunch Guidance

Regretably, current home education for children does not seem to be working as well as it used to. The reason we may suspect could be that families are getting smaller with fewer children, and both parents tend to go out to work these days. The school lunch education, then, should be all the more concerned to advance its programmes so as to be carried over to the homes of children in practice.

(3) To Promote the Construction of School Cafeterias

Further, it would be easily understood that an enjoyable school lunch needs to accompany a proper consideration of its atmosphere. With no respect to their own abilities, children's equal participation in the school lunch operation would not be met with any sort of success, nor could their mental development be expected in a favorable way. And this is where the construction of school cafeterias becomes an indispensable idea.

Table 1 The Average Physical Development of Pupils

		1955	1965	1975	1979
Elementary school boys (11 yrs. of age, Grade VI)	Height (cm)	133.9	138.5	142.0	142.7
	Weight (kg)	29.7	32.2	35.2	36.0
	Chest circumference (cm)	65.8	67.1	68.9	69.3
	Sitting height (cm)	73.2	75.3	76.2	76.6
Lower secondary school boys (14 yrs. of age, Grade II)	Height (cm)	151.7	158.3	162.2	163.0
	Weight (kg)	42.7	47.1	51.0	51.9
	Chest circumference (cm)	75.0	77.7	79.2	79.4
	Sitting height (cm)	82.0	85.2	86.4	86.6

Table 2 The Standard for Nutrition Quantity for Pupils, Per Head, Per Meal

	Elementary School Pupils		Lower Secondary Pupils
	6-8 yrs. of age	9-11 yrs. of age	
Calories (Cal)	600	700	850
Protein (g)	23	30	36
Fat (g)	17	20	24
Calcium (g)	0.3	0.4	0.5
Vitamin A (I.U.)	900	1,100	1,100
Vitamin B_1 (mg)	0.5	0.6	0.7
Vitamin B_2 (mg)	0.6	0.7	0.8
Vitamin C (mg)	19	20	22

Table 3 Regulations of the Lunch Hour

Regulation before Lunch

Ad-vice	12:25 - 12:30 Preparation	12:30 Washing hands 12:35 Carrying	12:35 - 12:45 Service
Teach-er	Give advice to children	Make them wash their hands carefully	Give them an advice in classroom
School children	To teach children to take care about the following things: To clean the class-room. To open the windows. To pick up litter. To spread table cloth and a curtain for blackboard. To empty waste basket. To prepare tissues. To fold table cloth. To clean the table. (Children on duty are supposed to take leadership.)	Have a handkerchief handy for lunch. Wash their hands at the places provided. Keep your hands once washed clean.	Wait for lunch with folded arms. Do not go out. [Thank you]
Children on duty	Change clothes quickly. Put on an apron. Wear a flu-mask. Remove fallen hairs like ones found in a cooking cap. To go to a wash-room during the break after the third class.	Keep one-way when they carry school lunch. Do not overtake other groups and keep in order when they carry lunch. Provided members are supposed to carry lunch.	Serve lunch in order. Set the meal tray in a good position to eat. Order the service cart and take off the apron and flu-mask and cooking cap. [Finish setting for lunch]
Points on advice	Keep themselves tidy and clean. To make them set table efficiently and quietly. Make them set but-tons and snaps neatly. Make clear the roles of children on duty so that they can act spontaneously.	To advise them to take care of safety. (Children on duty should say.) To advise them to wash their hands at the places provided keeping in order. Decide which tab each class uses beforehand. Line-up in order when they wash their hands. Wash hands in the following manner: Soap--Palm--Back--Betwe-en the fingers--Tips of nails--Arms--Wrists--Wash. The volume of water from faucet is to be kept at the thickness of a pencil. Wipe hands with a towel to avoid splashing. Dry hands naturally after using an antisepetic solution. Keep hands once washed clean.	Order of service Tray Spoon Straw Margarine, Jam Bread Milk Fruit Side dish 1 Side dish 2 To advise them to serve from the far groups. To advise them to dish up equally and make the rest say 'Thank you'.

Table 3 (continued)

Regulation on Lunch			Regulation after Lunch
Ad-vice	12:45 - 1:10	Lunch	1:15 Cleaning the table
Teacher	Having meal in a group.	Check how many children leave food on the plate.	Check on group basis whether everything is going well. Give advice around the service cart.
School children	"Let us start eating." (Children on duty are supposed to say). Be orderly in having lunch. Stay in good posture while you are eating. Hold your plates and milk package close to your mouth. Cut your bread into smaller pieces. Do not make a noise while you are using plates or a spoon and also do not lick plates. Fold inside the wrappers of margarine, jum, etc. Do not speak with your mouth full. Finish lunch during the hour. (Do not be hasty or slow in eating.) Chewing your food well. Not to smear your mouth. Keep your plates clean. Put your used papers into your milk package and take it away. Do not speak loudly or go away after lunch. Do not clear the table until all the members in your group finish eating. Put together dishes on a group basis. Put together dishes according to their types. Put together all of the left-overs in one place "This is the end of lunch." (Children on duty)		Take dishes back to service cart. Remove table cloth, tissue papers and empty waste basket. Clean the top shelf of service cart. "Go and rinse your mouth." (Children on duty should take leadership.) Rinse your mouth quietly. Put dishes in order. Return dishes to the service room. Wash your mouth and go back to your room.
Points on advice	Expressing gratitude. To teach them to learn table manners and make lunch enjoyable. To teach them to handle dishes carefully. To advise them not to leave bits of food on plates. To make them express gratitude.		To teach them to clean their tables on a group basis. To hold spoon vertically. To put left-overs into the garbage can. To make them wash their mouths again.

Table 4 Menu of the School Lunch

Date	Day of the week	Menu	
		Classrooms, Sky Lounge, Green Garden	Friend Room
1	Wed.	Bread, milk, noodles with curry soup, an omelet, fruit	Cooked rice and red beans, milk, birthday chicken, sausage, soup, fruit, jello
2	Thu.	Rice cooked with tuna, milk, fried chicken, fruit	Rice cooked with tuna, milk, miso soup, fried chicken, fruit
3	Fri.	Cinnamon bread, tofu, cucumber, milk	Rice cooked with sea weed, milk, tofu, soup, cucumber
6	Mon.	Rice, milk, roast fish, salad, soup	Rice, milk, roast fish, salad, soup
7	Tue.	Hamburger steak, orange juice, corn cream soup	Hamburger steak, orange juice, corn cream soup
8	Wed.	Bread, milk, noodles with fried tofu, fried vegetables, fruit	Rice, milk, fried vegetables, miso soup, cucumber, fruit
9	Thu.	Vinegared rice with sea weed, milk, fried squid, cucumber	Vinegared rice with sea weed, milk, fried squid, cucumber
10	Fri.	Sandwiches, milk, beef stew, fruit	Rice, milk, beef stew, ham cutlet, lettuce, fruit
13	Mon.	Curry and rice, milk, steamed meat-balls, fruit	Curry and rice, milk, steamed meat-balls, fruit
14	Tue.	Raisin bread, milk, soup, fried fish with tartar sauce, frozen tangerine	Rice, milk, soup, fried fish with tartar sauce, frozen tangerine
15	Wed.	Black bread, milk, fried Chinese noodles, fried quail eggs, sweets	Rice, milk, vegetable saute, miso soup, fried quail eggs, sweets
16	Thu.	Rice cooked with vegetables, milk, fried chicken with cheese, fruit	Cooked rice and red beans, milk, birthday chicken, sausage, soup, cucumber

Table 4 (continued)

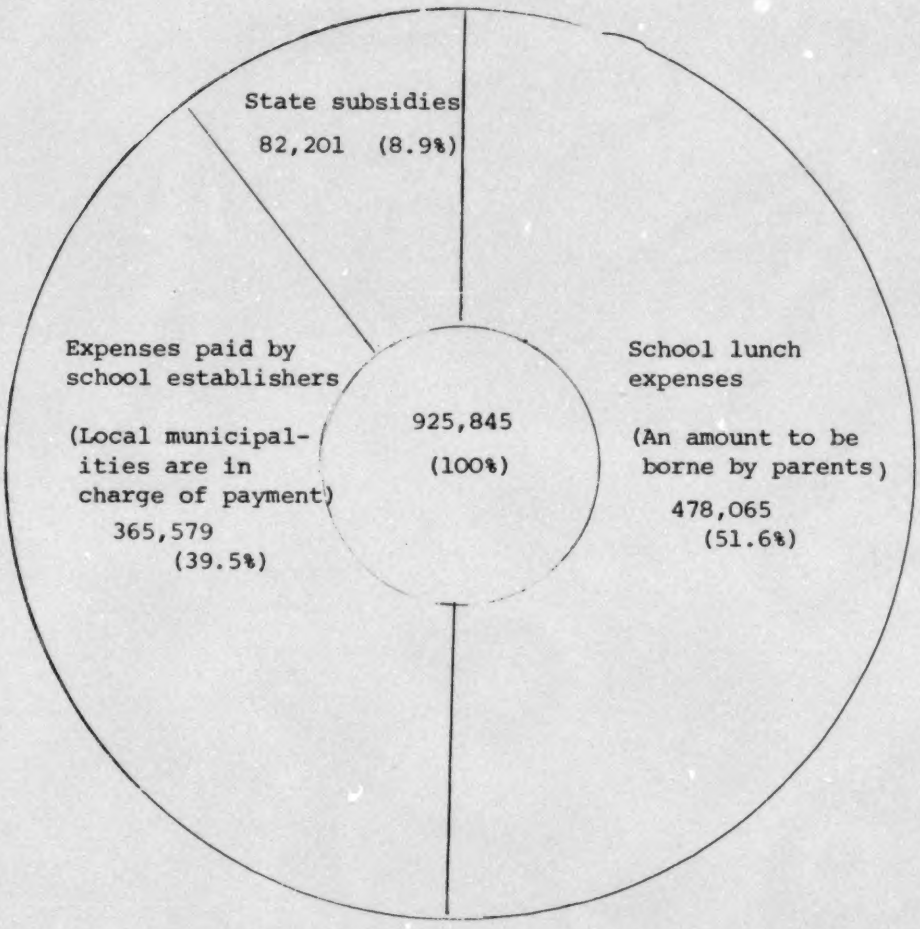
Names of the Materials				
Food that is transformed into heat and energy	Food that becomes blood, flesh and bone	Food that adjusts the rhythm of the body	Calories (Cal)	Protein (g)
Bread, noodles, oil, flour	Milk, pork, omelet	Onion, carrot, spinach, fruit	686	26.5
Alpha rice, oil, starch	Milk, tuna, chicken	Onion, carrot, mushroom, peas, fruit	605	29.1
Bread, oil, sugar, starch	Milk, tofu, pork, miso	Spring onion, carrot, bamboo shoot, mushroom, cucumber	658	27.6
Rice, oil, sugar, sticks of bean, jelly, starch	Milk, fish, chicken, eggs	Cabbage, cucumber, bean sprout, carrot, onion, green peas	662	27.5
Bread, oil, sugar, flour, butter, potatoes	Hamburger steak, cheese, chicken, skim milk	Orange juice, lettuce, carrot, onion, fruit	812	22.5
Bread, noodles, sugar, oil, flour	Milk, chicken, fried tofu, eggs	Carrot, onion, spinach, fruit	621	23.7
Alpha rice, sugar, oil, starch	Milk, squid, fried tofu, eggs	Carrot, bamboo shoot, mushroom, sea weed, cucumber, green peas, burdock	577	24.3
Bread, potatoes, butter, flour, oil	Milk, beef, pork, ham cutlet	Onion, carrot, green peas, lettuce, tomato puree, fruit	800	32.2
Rice, potatoes, oil, flour	Pork, milk, meatballs	Carrot, onion, green peas, fruit	780	23.8
Raisin bread, oil, flour, mayonnaise	Milk, fried fish, pork, eggs	Onion, persery, cabbage, carrot, spinach, mushrooms, frozen tangerine	764	29.3

Table 4 (continued)

Names of the Materials				
Food that is transformed into heat and energy	Food that becomes blood, flesh and bone	Food that adjusts the rhythm of the body	Calories (Cal)	Protein (g)
Black bread, Chinese noodles, oil, sugar	Milk, pork, red beans, fried quail eggs	Carrot, onion, cabbage, bell peper, canned tangerine, peach, pineapple, banana	780	31.0
Alpha rice, sugar, oil	Milk, chicken, fried tofu, fried chicken with cheese	Carrot, burdock, mushrooms, green peas, fruit	637	26.4

Figure 1 Whole Budget of the School Lunch Programme (1980)

(In millions of yen)

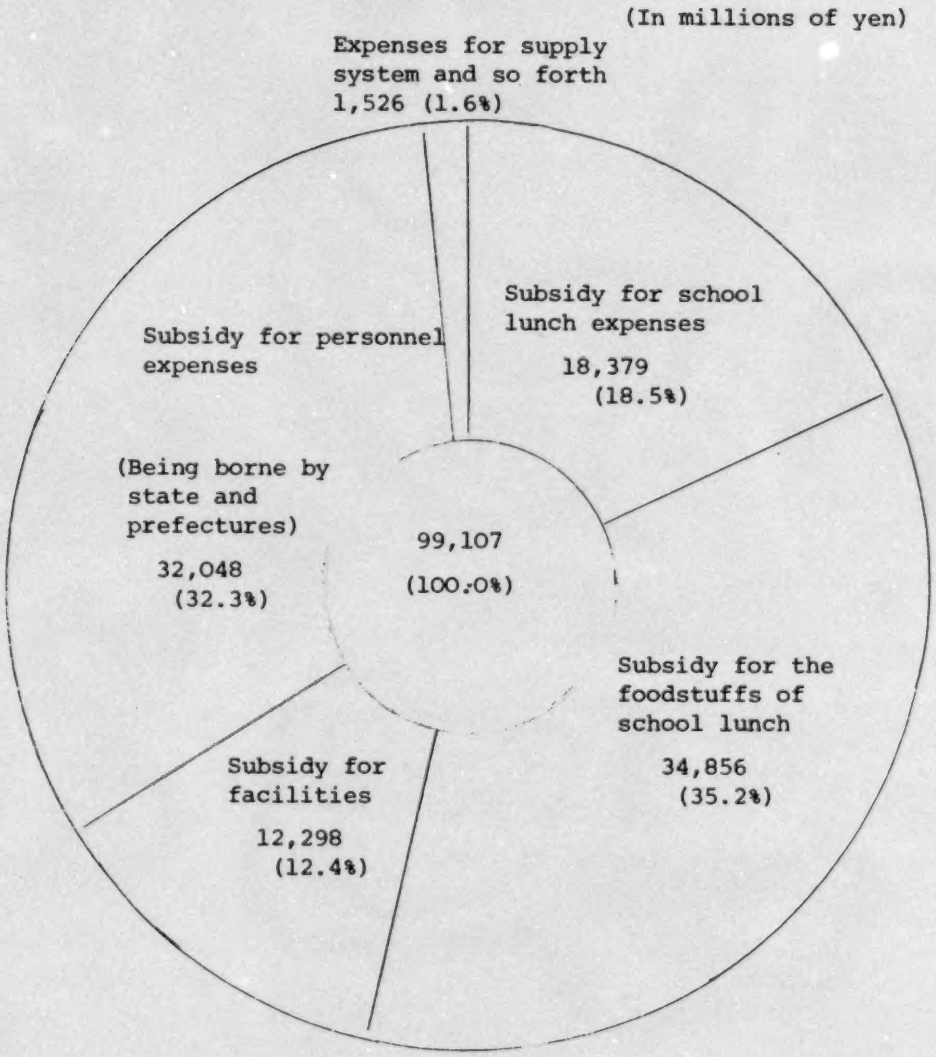


Notes:

1) School lunch expenses include 16,906 million yen of state and also include 10,043 million yen of local municipalities.

2) A state subsidy includes 16,024 million yen which is supposed to pay for the school nutritionists.

Figure 2 State Subsidies for the School Lunch Programme (1980)[1)]



Note:

1) The amount includes 82,201 million yen of state subsidies and also 16,906 million yen of it for school lunch expenses.